




## Examining the Views of Preschool Teachers, Class Teachers, Guidance Counsellors, and School Administrators on Inclusive Education<sup>1</sup>

### Okul Öncesi Öğretmenlerinin, Sınıf Öğretmenlerinin, Rehber Öğretmenlerinin ve Okul Yöneticilerinin Kaynaştırma Eğitimine İlişkin Görüşlerinin İncelenmesi

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**Abstract.** This study aims to examine the views of teachers, guidance counselors and school administrators on Inclusive Education (IE). A total of 28 people working in a primary school in Ankara participated in the study, including teachers, guidance counsellors, and school administrators. This study used the phenomenological research model, which is a qualitative research method. The data were collected using semi-structured interview questions, with content analysis employed as a supplementary method. A plethora of research findings have indicated that teachers, special education centers, special needs students, and their families encounter a multitude of challenges with inclusive education. The challenges confronting educators encompass physical and technological limitations, inadequate collaboration among faculty members, and the suboptimal efficacy of inclusive educational practices. Furthermore, it was determined that some inclusive students exhibited behavioral and self-care problems, families demonstrated a lack of knowledge regarding IE, and families exhibited low levels of education. Furthermore, it was determined that some inclusive students exhibited behavioral and self-care problems, families demonstrated a lack of knowledge regarding IE, and families exhibited low levels of education. To address the issues encountered, recommendations were put forward by teachers and school administrators.

**Keywords:** Inclusive education, Individualized education program, Students with special needs.

**Öz.** Bu çalışmanın amacı, kaynaştırma eğitime ilişkin öğretmenlerin, rehber öğretmenlerin ve okul yöneticilerinin görüşlerini incelemektir. Çalışmaya Ankara ilindeki bir ilkokulda görev yapan öğretmenler, rehber öğretmenler ve okul yöneticileri olmak üzere toplam 28 kişi katılmıştır. Bu çalışmada, nitel araştırma yöntemlerinden fenomenolojik araştırma modeli kullanılmıştır. Veriler yarı yapılandırılmış görüşme soruları kullanılarak toplanmış ve içerik analizi tekniği tamamlayıcı bir yöntem olarak kullanılmıştır. Araştırma bulguları, öğretmenlerin, özel eğitim merkezlerinin, özel gereksinimi olan öğrenciler ile ailelerinin kaynaştırma eğitime ilişkin çeşitli zorluklarla karşılaştıklarını göstermektedir. Öğretmenlerin karşılaştıkları zorluklar arasında fiziksel ve donanım yetersizlikleri, öğretmenler arasındaki yetersiz iş birliği ve kaynaştırma eğitiminin işlevselliğindeki yetersizlikler yer almaktadır. Ayrıca bazı kaynaştırma öğrencilerinin davranış ve öz bakım sorunları gösterdikleri, ailelerin kaynaştırma eğitime (BE) ilişkin bilgi eksiklikleri yaşadıkları ve aile eğitim düzeylerinin düşük olduğu belirlenmiştir. Buna ilave olarak, özel gereksinimli çocuğu olan ailelerde aile yapılarının bozuk olduğu, ailelerin özel gereksinimli çocuklarına bakmada yetersizlik gösterdikleri, ailelerin psikolojik sorunlar yaşadıkları, ailelerin tanı konusunda önyargılı oldukları, ailelerle iletişim ve iş birliği konularında zorluklar yaşadıkları tespit edilmiştir. Öğretmenler ve okul yöneticileri, yaşanan sorunların çözümüne yönelik önerilerde bulunmuşlardır.

**Keywords:** Kaynaştırma eğitimi, Bireyselleştirilmiş eğitim programı, Özel gereksinimli öğrenci.



## Genişletilmiş Özet

**Giriş.** Kaynaştırma eğitimi, özel gereksinimli çocukların birey olarak toplumsal hayatta yer almaları açısından çok önemlidir. Özel gereksinimli öğrenciler ile normal gelişim gösteren öğrencilerin birlikte eğitim almaları yönündeki anlayış, kaynaştırma eğitiminin yaygınlaşmasına zemin hazırlamıştır. Bu kapsamda, özel gereksinimli öğrencilerin ihtiyaçlarına uygun eğitim programları oluşturularak, eğitim hizmetlerinden yararlanmalarının sağlanması gerekmektedir. Erken teşhis ve erken müdahale özel gereksinimli çocuklar için çok önemlidir. Bu nedenle, öğretmenlere ve eğitim yöneticilerine önemli görevler düşmektedir. Kaynaştırma eğitime yönelik öğretmen tutumları, okullarda kaynaştırma eğitiminin etkililiğinin anlaşılması açısından çok önemlidir. Bu çalışma, kaynaştırma eğitime ilişkin öğretmenlerin, rehber öğretmenlerin ve okul yöneticilerinin bakış açılarının incelenmesi amacıyla yapılmıştır.

**Yöntem.** Bu araştırma, nitel araştırma yöntemlerinden fenomenolojik araştırma modeliyle gerçekleştirilmiştir. Araştırmanın çalışma grubunu, Ankara ili Mamak ilçesindeki dezavantajlı bir bölgede yer alan bir ilkokulda görev yapan okul öncesi öğretmenleri, sınıf öğretmenleri, rehber öğretmenleri ve okul yöneticileri oluşturmuştur. Araştırmada, yarı yapılandırılmış görüşme tekniği aracılığıyla öğretmenlerden ve okul yöneticilerinden kaynaştırma eğitime yönelik derinlemesine veriler toplanmıştır. Veri toplama araçları, demografik bilgiler formu ve kaynaştırma eğitime ilişkin sorulardan oluşmaktadır. Araştırmada veri toplamak amacıyla yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Elde edilen veriler içerik analizi yöntemiyle analiz edilmiş; temalar ve alt temalar belirlenerek öğretmen ve yöneticilerin kaynaştırma eğitime ilişkin görüşleri incelenmiştir.

**Bulgular.** Araştırmada öğretmenlerin çoğunluğunun, Bireyselleştirilmiş Eğitim Programı (BEP) hazırlama ve uygulama ile ilgili zorluk yaşadıkları, gerekli bilgi düzeyine sahip olmadıkları, farklı yetersizlik türlerine ve davranış problemi olan çocuklara nasıl yaklaşacaklarını bilmedikleri, kaynaştırma öğrencileri için yeterli zaman ayıramadıklarını, kaynaştırma eğitiminin istenilen düzeyde uygulanmadığını, kaynaştırma uygulamalarının işlevsel olmadığını ve yetersiz olduğunu belirtmişlerdir. Bulgular incelendiğinde, bazı öğretmenlerin (Ö3, Ö6, Ö11, Ö13, Ö16) kaynaştırma eğitime yönelik olumsuz yaklaşımlarının olduğu görülmüştür. Araştırmada, öğretmenlerin kaynaştırma uygulamaları konusunda rehberliğe ihtiyaç duydukları, veli, rehberlik servisi, okul yönetimi ve özel eğitim merkezlerindeki öğretmenlerle yeterli iş birliğinin olmadığı tespit edilmiştir. Ayrıca bazı öğretmenler, özel gereksinimli öğrencilerden ve özel gereksinimli öğrencilerin ailelerinden kaynaklanan çeşitli sorunlar yaşandığını, özel eğitim merkezlerinde verilen eğitimin de yeterince işlevsel olmadığını belirtmişlerdir.

**Tartışma ve Sonuç.** Araştırmada kaynaştırma eğitiminde, öğretmenlerden, özel eğitim merkezlerinden, özel gereksinimli öğrencilerden, ailelerden ve fiziksel yetersizlik ve donanımdan kaynaklanan sorunlar olduğu tespit edilmiştir. Kaynaştırma eğitiminde, öğretmenlerden kaynaklanan sorunlar kapsamında alanyazın incelendiğinde, öğretmenlerin kaynaştırma eğitimi öncesinde herhangi bir hazırlık yapmadıkları, BEP hazırlamakta kendilerini yetersiz buldukları ve kaynaştırma eğitime ilişkin yeterli düzeyde eğitim almadıkları görülmektedir (Kale vd., 2016; Sucuoğlu, 2006; Vural ve Yıkılmış, 2008; Yatgın vd., 2015). Kaynaştırma eğitiminde, öğretmenlerden **kaynaklanan sorunlar kapsamında**



alanyazın incelendiğinde, öğretmenlerin rolleri ile ilgili pek çok araştırmanın bulunduğu görülmektedir (Artiles ve Dyson, 2005; Singh, 2009). Kurt ve Tomul'un (2020) araştırmasında da sınıf öğretmenlerinin hem kişisel açıdan hem de mesleki açıdan çeşitli sorunlarla karşılaştıkları ve BEP uygulamaları konusunda kendilerini yetersiz hissettikleri tespit edilmiştir. Buna ilave olarak, araştırmada öğretmenlerin kaynaştırma öğrencilerine yeterince zaman ayıramadıkları ve kaynaştırma eğitimini etkili bir şekilde uygulayamadıkları görülmüştür. Benzer bir şekilde, Sadioğlu ve diğerlerinin (2012) araştırmasında da sınıf öğretmenlerinin, özel gereksinimli öğrencilerin ailelerinin yeterli ilgiyi göstermediğine inandıkları, bu öğrencilerin öğretim sürecinde çeşitli güçlükler yaşadıkları ve bu durumun öğretmenleri duygusal açıdan olumsuz etkilediği belirlenmiştir. Araştırmada, öğretmenlerin kaynaştırma uygulamaları konusunda rehberliğe ihtiyaç duydukları, kaynaştırma uygulamaları konusunda rehberlik servisi ve özel eğitim merkezlerindeki öğretmenlerle yeterli iş birliğinin olmadığı sonucuna ulaşılmıştır. Kurt ve Tomul'un (2020) araştırmasında da kaynaştırma eğitiminde öğretmenler ile diğer paydaşlar arasında yeterli düzeyde iş birliğinin bulunmadığı tespit edilmiştir. Bu kapsamda, kaynaştırma eğitiminde ekip çalışması oldukça önemli olup BEP ekibinde yer alanların iş birliği içinde ekip ruhuyla birlikte çalışmaları gerekmektedir.

Araştırmada bazı öğretmenler özel gereksinimli öğrencilerin davranış problemleri ve özbakım becerileri ile ilgili sorunlar yaşadıklarını belirtmişlerdir. Buna karşın, diğer öğretmenler özel gereksinimli öğrencilerin normal gelişim gösteren akranlarıyla sosyalleşme ve sosyal kabul konularında sorun yaşamadıkları; normal gelişim gösteren öğrencilerin ise kaynaştırma öğrencilerine karşı olumlu tutum sergiledikleri ve bunun özel gereksinimli öğrencilerin sosyal becerilerinin gelişimine katkı sağladığı ifade edilmiştir. Benzer bir şekilde, Özdemir'in (2008) araştırmasında da özel gereksinimli öğrencilerin normal gelişim gösteren öğrencileri model aldıkları ve bu öğrencilerin davranışlarından olumlu yönde etkilendikleri sonucuna ulaşılmıştır. Kaynaştırma eğitiminde ailelerden kaynaklanan sorunlar incelendiğinde, özel gereksinimli çocuğu olan ailelerin kaynaştırma konusunda bilgi düzeylerinin yeterli olmadığı, eğitim düzeylerinin düşük olduğu, ailelerin özel gereksinimli çocukları ile yeterince ilgilenmedikleri, aile yapılarının bozuk olduğu, ailelerin tanınmaya yönelik önyargılı oldukları, psikolojik sorunlar yaşadıkları, iş birliği ve iletişim konusunda sorunlar yaşadıkları saptanmıştır. Kurt ve Tomul'un (2020) araştırmasında da aile farkındalığının çok alt seviyelerde kaldığı, ailelerin özel gereksinimli çocuklarını kabullenmede sorun yaşadıkları görülmüştür. Araştırmada öğretmenler, fiziksel yetersizlik ve donanımdan kaynaklanan sorunlar olduğunu belirtmişlerdir. Benzer bir şekilde, Kale ve diğerleri (2016) de öğretmenlerle yaptıkları araştırmada sınıfların fiziki ortamının yeterli olmadığı sonucuna varmışlardır.

Araştırmada okul yöneticileri, kaynaştırma eğitimi ile ilgili olarak, öğretmenlerin çok hassas olmaları gerektiğini, kaynaştırma eğitiminin iyi bir şekilde uygulanırsa yararlı olacağını düşündüklerini ve kaynaştırma konusunda okul yöneticilerine de hizmet içi eğitimlerin verilmesi gerektiğini belirtmişlerdir. Benzer bir şekilde, Bolat ve Nursel (2017) de araştırmalarında okul yöneticilerinin kaynaştırma eğitiminin uygun koşullar sağlandığında çocuklar için yararlı bir uygulama olduğunu belirtmiş; ancak kaynaştırma eğitimi hakkında yeterli bilgiye sahip olmadıklarını ve hem yöneticilerin hem de öğretmenlerin bu konuda hizmet içi eğitimlerle desteklenmesi gerektiği sonucuna varmışlardır. Araştırmada, öğretmenlerin kaynaştırma eğitimi konusunda kendilerini yetersiz hissettikleri ve genel olarak BEP hazırlama ve uygulama süreçlerinde sorun yaşadıkları, kaynaştırma eğitiminin istenen düzeyde uygulanmadığı, kaynaştırma uygulamaları konusunda iş birliğinin yeterli olmadığı, bazı öğretmenlerin kaynaştırma ortamlarında öğrenimlerini sürdüren öğrencileri için yeterince zaman

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ayıramadıkları ve kaynaştırma eğitime yönelik olumsuz yaklaşım içinde oldukları sonucuna ulaşılmıştır. Buna ilave olarak, kaynaştırma eğitiminde özel eğitim merkezlerinden, özel gereksinimli öğrencilerden ve ailelerinden, fiziksel yetersizlik ve donanımdan kaynaklanan sorunlar olduğu belirlenmiştir.



## Introduction

Basic Law of Turkey's Ministry of National Education (MoNE, 1973) No. 1739 stipulates that individuals with special educational needs are entitled to services based on the principles of equity and inclusivity that underpin the nation's educational framework. Inclusive education (IE) is defined as 'the education of individuals in need of special educational provision alongside their non-disabled peers in both official and private institutions, with the provision of additional educational support' (MoNE, 2018). Inclusive education refers to the practice of educating students with special needs alongside their typically developing peers in shared learning environments, ensuring that all students receive equitable access to both academic content and necessary support services (Sucuoğlu, 2006; Eripek, 2007; Yılmaz and Melekoğlu, 2018). In this respect, inclusive education provides students with social justice, equal rights, and opportunities.

The notion that typically developing students should receive education in the same environment as special needs students has led to the widespread adoption of IE. In this context, it is imperative that educational programmes are created to meet the needs of students with special requirements, in order to ensure their access to educational services and their successful integration into society. Studies in the literature show that inclusive education is extremely important for students with special needs because it enables them to participate in social life as individuals. Educating students with special needs alongside typically developing students enables them to participate in social life as individuals and become members of society. (Brown et al., 2001; Diken and Sucuoğlu, 1999; Gözün and Yıkılmış, 2004; Öztürk, 2020).

Inclusive practices, particularly within full-time educational settings, have been demonstrated to help the education of special needs students alongside their typically developing peers. An examination of Turkish practices reveals that since 1983, special needs students have been laid into general education classes within the scope of inclusion (Yazıcıoğlu, 2018). The widespread adoption of inclusive education practices (IEP) has been further solidified by Decree No. 573 dated 1997. Research shows that the importance of preschool education is increasing, and that students with special needs who start preschool at an early age make greater progress. Accordingly, inclusive education emerges as an issue that should be considered important from the preschool period onwards (Bailey and Wolery, 1992; Cankaya and Korkmaz, 2012; Kay et al., 2025).

The extant literature indicates that special needs students are typically identified and diagnosed during the primary school period (Smeets and Roeleveld, 2016). However, it is imperative to observe children from the preschool period, taking into account their developmental characteristics (Sarı et al., 2009; Girgin Akin et al., 2025). Research indicates that identifying students with special needs in the preschool period is important, and that preschool teachers play a crucial role in this regard; however, it is observed that preschool teachers often lack sufficient knowledge about students with special needs (Ersan and Kartal, 2020).

Consequently, teachers and educational administrators bear significant responsibilities, and teachers' observations of students play a pivotal role in this process (Anılan and Kayacan, 2015; Berkant

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and Atılğan, 2017; Finkelstein et al., 2021). Teachers' attitudes towards IE are of pivotal significance in comprehending the efficacy of IE in educational institutions. Teachers who have a positive view of IE have been found to have more controlled learning environments than those who have a negative view of IE. Research shows that self-efficacy beliefs related to IE influence teaching practices and may positively affect students (Wray et al., 2022; Gök et al., 2024; Yiğit and Demirtaş, 2025). Research on IE indicates that while classroom teachers may lack the necessary competencies in IE and face challenges with classroom management and student discipline, they still maintain a positive attitude toward it. However, it appears that the role of teachers is not given sufficient importance. It is essential to acknowledge the key role of educators in developing inclusive learning environments. Furthermore, providing teachers with the necessary opportunities and effective policies is crucial to the success of IE. In addition, it has been observed that education administrators place great importance on the role of teachers in inclusive education (Lindqvist and Nilholm, 2013; Anılan and Kayacan, 2015; Zhu et al., 2019; Boyle et al., 2020; Yılmaz and Murat, 2024; Kaya et al., 2025).

Research indicates that teachers face various challenges, both personally and professionally, in the inclusive education process; that there is insufficient collaboration between teachers and relevant stakeholders; and that providing the necessary support would significantly impact IE (Kurt and Tomul, 2020; Metin and Metin, 2025; Yiğit and Demirtaş, 2025). In addition, research by Sadioğlu et al. (2012) determined that classroom teachers showed both academic and social development in the inclusive education process of students with special needs.

The study found that teachers experienced various difficulties, including emotional distress, during the inclusive education process. It was determined that teachers overcame these difficulties by providing mutual support through the exchange of views with other teachers. However, it was also observed that teachers did not receive sufficient support from the school principal and guidance counselors. In the study conducted by Erdoğan et al. (2022), school administrators argued that they should be trained on differentiating education, ensuring equal opportunities, and educational equality. A review of the existing literature reveals that while the important role of guidance counselors and school administrators in educational equality is acknowledged, they are not adequately addressed in relevant studies. In this context, the views of guidance counselors and school administrators on educational equality were also considered in this study. The study suggests that providing teachers with the necessary stakeholder support regarding inclusive education can minimize problems in inclusive education and make inclusive education practices more effective. Similarly, research by Sadioğlu et al. (2012) concluded that providing support education services to both classroom teachers and students with special needs in inclusive education can minimize the problems experienced. In research by Demir and Açar (2010), it was found that teachers' gender, seniority, in-service training, and job satisfaction had a significant impact on classroom teachers' perceptions of inclusive education.

Given that IE is a team effort, it is necessary to examine the views of all stakeholders involved in IE on inclusive education. In this context, the present research aimed to address the question of what the views of teachers and school administrators are on IE. An overview of the extant literature revealed that research on IE has examined the views of different stakeholders. The current study has been designed to investigate the views on IE of all teachers and school administrators involved in IE,



as inclusive education is a team effort. The rationale for conducting this study is rooted in the dearth of research that has examined the perspectives of all stakeholders operating within the ambit of IE in Turkey. In the domain of IE, teamwork and cooperation assume a particularly salient role. To implement inclusive practices effectively, it is essential to take precautions and make the necessary arrangements to ensure that both special needs students and typically developing students benefit from education at the highest level. Conversely, research has indicated that teachers are not receiving sufficient training in IE (Eleweke and Rodda, 2002; Batu and Kircaali-İftar, 2005; González-Gil et al., 2013; Bibigul et al., 2022). In addition, studies have shown that some teachers have reported experiencing difficulties communicating with students with special needs in the classroom and feeling inadequate (Sucuoğlu, 2006; Ocloo and Subbey, 2008; Kale et al., 2016; Materechera, 2020; Ogba et al., 2020; Kocaoğlu et al., 2023).

Teachers have been shown to play a crucial role in creating a positive classroom climate, fostering positive attitudes towards special needs students and typically developing students, and developing communication and cooperation with families (Brown et al., 2001; Akdoğan and Güven, 2025; Kaya et al., 2025). In this context, classroom teachers must accept students with special needs (Gözün and Yıkılmış, 2004; Gök, 2013), as this constitutes the key to the success of inclusive education. Accordingly, the challenges encountered during the implementation of inclusive education can be overcome through the positive attitudes displayed by all stakeholders in the inclusion team. In the inclusion process, teamwork increases academic achievement, strengthens relationships and cooperation, increases productivity, helps overcome challenges, and creates a positive school environment (Brown et al., 2001; Zhu et al., 2019). A review of the literature reveals that numerous studies have been conducted on inclusive education. This research includes all stakeholders because their roles are crucial in inclusive education, and it is believed that this research will contribute to the field. In conclusion, for the effective implementation and success of inclusive education, all stakeholders must work together as a team. Within this context, this study aims to investigate the views of preschool teachers, classroom teachers, guidance counselors, and school administrators regarding inclusive education. The sub-objectives of the research are to analyze the evaluations of teachers and school administrators regarding inclusive education practices, the problems experienced in inclusive education, and proposed solutions to the problems encountered in inclusive education.

## Method

### Research objective and design

This study aims to investigate the perspectives of teachers, guidance counselors, and school administrators on IE. This study utilizes a phenomenological research model, a qualitative research method. Phenomenological research investigates the various reactions or perceptions people have towards a particular phenomenon (Fraenkel et al., 2012). This research examines the perceptions of teachers and school administrators regarding inclusive education.



## Participants

The present study was conducted in a primary school located in the Mamak region of Ankara city during the 2022-2023 educational year. Mamak district and this school were chosen because it is a disadvantaged area, has diverse student profiles and family structures, low socioeconomic status, and students from different ethnic and cultural backgrounds. The study group comprised a total of 28 participants, including school administrators, preschool teachers, classroom teachers, and guidance teachers. In the course of the research project, the relevant parties were provided with information regarding the study. This information was disseminated to teachers and school administrators. After this, teachers and school administrators who had voluntarily consented to participate in the research were included in the study.

Table 1.  
Participant demographic information

Variables	Categories	f	%
Gender	Female	25	89,2
	Male	3	10,8
Age	Age 35-40	6	21,4
	Age 41-46	7	25
	Age 47-52	13	46,4
	Age 53-58	2	7,2
Educational level	Bachelor's degree	23	82,1
	Master's degree	5	17,9
Position	Class teacher	20	71,4
	Preschool teacher	4	14,2
	Guidance teacher	2	7,2
	Deputy Principal	1	3,6
	Principal	1	3,6
Seniority	10-20 years	13	46,4
	Over 20 years	15	53,6

As illustrated in Table 1, the majority of the participants were female teachers (89.2%), with almost half of the participants falling within the 47-52 age range (46.4%). The majority of participants held a Bachelor's degree (82.1%), and among these, the majority were class teachers (71.4%). It is noteworthy that more than half of the participants had been in the profession for 20 years or more.

## Data collection tools

This study used semi-structured interviews and analysed them using content analysis to collect in-depth data from teachers and school administrators regarding IE. This study used two data collection tools: a demographic information form and a series of questions designed to assess perceptions of inclusive education. A preliminary version of an open-ended interview questionnaire



was created to obtain the opinions of teachers and school administrators about IE. To guarantee the content validity of the form developed in the study, the opinions of two special education experts and two measurement experts were consulted. After the reception of feedback from field experts, an interview form was developed (Büyüköztürk et al., 2015), and the interview form of teachers and school administrators about IE was finalized and employed in this study.

### Data collection

The research data were collected through semi-structured interviews with the school principal, vice principal, and teachers. The study was confirmed by Kırıkkale University Social and Human Sciences Research Ethics Committee. This study was carried out in a primary school in the Mamak district of Ankara province within the framework of the Develop-Implement-Share project of the Ankara Provincial Directorate of National Education in the 2022-2023 academic year. The study's data were obtained through semi-structured interviews conducted between 18.01.2023 and 27.01.2023. During the planning phase of the research, it was decided that the views of stakeholders on IE would be investigated through meetings with the school principal. In the course of the research, school administrators and teachers were informed. School administrators and teachers then consented to participate in the research voluntarily. Before conducting the interview, the researcher met with the school principal to arrange the interview dates and times. Consequently, the researcher arranged a meeting with the school administrators and teachers, during which they provided a synopsis of the research. Before the interview, the teachers and school administrators were furnished with the pre-participation informed volunteer form. These forms were to be read and signed by the teachers and school administrators, after which the interviews were conducted. Using content analysis as a qualitative technique, the data were examined in depth. The interviews were numbered according to the order in which they were conducted, and codes were given to the teachers and school administrators. It is important to note that each conversation was documented as having been heard without any corrections. The interviews were subsequently transferred to a computer in the order in which they were conducted. The descriptive index was located on the left side of the interview form, while the interviewer's comments and codes, consisting of words and phrases in the data analysis, were situated on the right side. The research data were collected through semi-structured interviews with the school principal, vice principal, and teachers. The questions were posed in the research to ascertain the opinions of preschool teachers, classroom teachers, guidance teachers, and school administrators regarding IE:

- Could you please evaluate your inclusive education practices?
- What are the problems you are facing concerning IE?
- What are your suggestions for resolving the problems you encountered in IE?

### Data analysis

The data collected during the study were analysed using content analysis. Subsequently, the research findings underwent a classification process incorporating the application of themes and codes. The researcher then proceeded to create themes to analyze the data. The existing information was then methodically organized, divided into themes, and coded. The subsequent analysis of the data



was facilitated by the utilization of quotations from teachers and school administrators, which were thematically categorized. Following the establishment of the overarching themes and their respective sub-themes, the subsequent phase involved the organization of the data.

In developing the themes, the opinions of two experts in special education and two experts in measurement and evaluation were sought. Following the reception of the aforementioned opinions, three themes were identified. After the reliability study, frequencies (f) were ascertained for the identified themes, with quotations from the interviews then being incorporated. As part of the research, interviews were conducted with twenty-seven teachers and two school administrators. One interview took place in the vice principal's office, and another in the principal's office. Interviews were conducted with teachers and school administrators between January 18, 2023, and January 27, 2023, with interview durations ranging from 10.05 minutes to 13.05 minutes. Of the 28 participants in the study (teachers and school administrators), 17 (more than 50%) stated that they had received training in the form of in-service training, seminars, or conferences about IE. Eleven participants stated that they had not received any training.

The credibility of research is contingent upon its objective nature, whilst the transferability of findings is dependent upon the methodology employed in the selection of the sample. Furthermore, the transparency of research is imperative for ensuring consistency and confirmability. The credibility of the study was established through long-term interaction with participants from a range of different fields. Participants from a range of disciplines were selected within the framework of transferability. It is imperative to note that all stages of the process were carried out transparently. The adoption of this approach was driven by the necessity to ensure consistency and confirmability (Miles et al., 2014).

### **Ethical considerations**

Before the initiation of the study, approval was obtained from the relevant authorities. The University Social and Human Sciences Research Ethics Board convened on the 18th of January 2023, and the agenda item number was E-2023/01. The participants were informed of the audio recording of their interviews, and both verbal and written consent had been secured beforehand. The teachers were informed of the confidentiality of the research data. It was also made clear to participants that they had the right to withdraw from the study at any point and were under no obligation to answer questions they preferred not to. To ensure the interviews were conducted as impartially as possible during the data collection process, measures were implemented. In this context, we were careful not to make any judgments about the participants' actions and words or to create expectations in them.

## **Results**

In this section, the findings obtained from the views of teachers and school administrators working in primary schools within the framework of the research are presented. The discussion that follows presents the research findings through the lens of the key themes identified in the analysis of interview data gathered from teachers and school administrators. Table 4 provides a summary of their perspectives on inclusive education (IE).

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Table 2.  
Teachers' and school administrators' views on IE

Theme	Codes	Sample evidence	f
Teachers' and School Administrators' Views on IE	IEP	IE requires the teacher to be very sensitive (SP).	1
		Teachers have to prepare an IEP (Individualised Education Programme) and implement it in the classroom (DP).	1
		I need support to write an IEP (T2).	1
		I don't know how to write an IEP for a hearing impaired child (T6).	3
		I don't know how to handle different kinds of disabilities in the classroom (T7, T8, T9).	1
		I need training on IEP practice (T26).	1
	Teacher views	Teachers' views and approaches are very important (T3, T6, T11, T13).	4
		Teachers' views are effective in accepting inclusive students (T16, T18, T19, T27).	4
	Need for guidance	Teachers need guidance on IEP (T18).	1
	Beneficial	Inclusive students are positively affected by IE (T6).	1
I think IE is beneficial if it is implemented well (T14, T21, DP, SP).		4	
Social acceptance	There is no problem with socialising with friends and social acceptance (T14).	1	
	Typically developing students have a positive attitude towards inclusive students (T15).	1	
Communication with family	Positive communication with parents is very important (T2, T3, T4, T6, T7, T8, T9, T10, T14, T17, T18, T19, T23, T26, P).	15	

A review of Table 2 reveals the following observations from the headteacher: The vice principal articulated the following perspective on the imperative for educators to demonstrate sensitivity within the context of IE. Teachers must possess the requisite competencies to develop and implement IEP within the classroom setting. Furthermore, the teacher (T2) articulated the following perspectives: Teachers (T6) offered the following insights on the necessity for support in preparing an IEP: The issue

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of the methodology for preparing an IEP when a child is identified as having hearing impairment is not entirely clear.

### Problems with IE

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Table 3.  
Problems experienced by teachers regarding IE

Theme	Codes	Sample evidence	f
	Time problem	I cannot spare enough time for inclusive students (T12, T15, T17, T18, T19, T20, T21, T23, T24, T26).	10
	Ineffective implementation of IE	IE is not implemented at the desired level (T11). IE is not functional (T13) IEP applications are not enough (T19, T12, T15, T17, T22). IE is not productive enough in terms of academic success (T23).	1 1 5 1
	Lack of knowledge of teachers	As a teacher, I feel inadequate regarding IE (T3). I feel uncertain about the steps I should take once the decision to integrate is made (T4, T7, T8, T9, T14, T16).  I'm not sure how to effectively approach students with different types of disabilities (T1, T12, T18, T20, T21, T26)	1 6  6
	Negative Teacher Views	Some teachers have a negative approach towards IE (T3, T6, T11, T13, T16). Teachers may behave indifferently towards inclusive students (T18, T19, T25, T26, T27). Cooperation between the guidance service and Teachers regarding IEP is not sufficient (T10, T14, T18, T19, T21).	5 5 5

As demonstrated in Table 3, it was observed that the majority of teachers encountered difficulties in preparing and implementing the IEP. For instance, teachers (T1, T3, T4, T7, T8, T9) articulated their concerns by stating "I encounter difficulties in preparing the IEP", while teachers (T10, T14, T16, T18, T20, T21) conveyed their challenges by saying "I have problems in implementing the IEP". Furthermore, teachers (T12, T15, T17, T18, T19, T20, T21, T23, T24, T26) articulated their concerns regarding the allocation of sufficient time for inclusive education, stating, "I cannot allocate enough time for inclusive students."



Table 4.  
Problems arising from special education centers in IE

Theme	Codes	Sample evidence	f
Problems Arising from Special Education Centers in IE	Insufficient cooperation	Special education centers are disconnected from the school. They only bring an annual plan at the beginning of the year (T10).	1
		There is not enough cooperation with teachers working in special education centers (T18).	1
	Non-functionality of special education centers	I think that the education provided in special education centers is not functional (T21).	1

A comprehensive enquiry into the issues that have arisen in the context of special education centres within the overarching framework of inclusive education, as outlined in Table 4, reveals the following perspectives offered by teachers (T10): "Special education centers are disconnected from the school. It is only at the beginning of the year that they propose an annual plan." Furthermore, teachers (T18) articulated their viewpoint as follows: It is evident that a lack of cooperation is observable among teaching professionals working within special education centers. In consideration of the functionality of special education centers, the following statements were made by teachers (T21): The present study posits the hypothesis that the education provided in special education centers is not functional.

Table 5.  
Problems arising from students with special needs in IE

Theme	Codes	Sample evidence	f
Problems Caused by Students with Special Needs in IE	Behavioural problems	Students with behavioral problems are ostracized by their peers (T2, T3, T6).	3
		The student with ADHD does not take medication, acts violently towards her friends, and disrupts the lesson (T7, T8)	2
		Students with ADHD or aggressive behavior disrupt the course (T27).	1
	Self-care skills	There is a problem in eliminating self-care skills (T7, T8).	2

A thorough investigation of the issues arising from students with special needs in inclusive education, as presented in Table 5, reveals the following observations from teachers (T2, T3, T6): It has been demonstrated that students who exhibit problematic behavior are often excluded by their peers. Teachers (T7, T8) noted the following: Research has indicated that students diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) demonstrate non-adherence to medication, exhibit violent behavior toward their peers, and impede the educational process. Teacher (T27) offered the following

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perspective: "There are problems in resolving self-care skills."When considered in terms of self-care skills, the teachers (T7, T8) stated the following views: It has been demonstrated that there are issues with the resolution of self-care skills.

Table 6.  
Problems arising from families in IE

Theme	Codes	Sample evidence	f
Problems Originating from Families in IE	Inadequate knowledge level of families	Families do not have the necessary level of knowledge and awareness regarding IE (T1, T2, T3, T4, T10, T11, T12, T13).	8
	Education level of families	The education level of families is very low (T12, T13, T22).	3
	Insufficient level of family interest	The family does not care about their special needs child (T14, T15, T19, T23, T24, P).	6
	Family structures	There are broken families. Family structures are very broken (T12).	1
	Diagnostic bias	When you refer your child to GRC (Guidance and Research Center), families don't take them to GRC because they think their child will be labeled. Families don't want to accept inadequacy (T2, T3, T4, T5, T8, T10, T11, T12, T13, T14, T15, T16, T18, T19, T21, T23, T24, T25, T26, DP, P).	21
	Communication problems	It is difficult to communicate with families who have special needs children (T13, T15, T18).	3
	Psychological problems	Families with special needs children experience psychological problems (T15).	1
	Cooperation problems	Family cooperation is not sufficient for integration (T11). Family support is insufficient (T19, T23).	1 2

A thorough investigation of the issues arising from families in inclusive education, as presented in Table 6, reveals the following observations from the teachers (T1, T2, T3, T4, T10, T11, T12, T13): "Families lack the requisite knowledge and awareness concerning inclusive education." In a similar vein, the teachers (T12, T13, T22) articulated the following: The school principal and teachers (T14, T15, T19, T23, T24) asserted that the educational attainment of the families was very low. It has been asserted by teachers (T12) that families do not accord the necessities of children with special educational needs the priority that is required. The phenomenon of fractured families is a salient issue. The family unit is frequently characterized by dysfunction. Furthermore, the school principal, vice principal and teachers (T2, T3, T4, T5, T8, T10, T11, T12, T13, T14, T15, T16, T18, T19, T21, T23, T24, T25, T26) provided the following statement: "When families refer their children to Guidance and Research Centers (GRC), they do not take them to GRC because they think their children will be labeled. Families often refuse to acknowledge their inadequacies" (T13, T15, T18). Teachers (T15) posited that interaction with families who have special needs children is challenging. The experience of

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psychological problems is prevalent among families with special needs children. (T11) In addition, teachers (T19, T23) asserted that "family support is inadequate."

Table 7.

Problems caused by physical inadequacy and equipment in IE

Theme	Codes	Sample evidence	f
Problems Caused by Physical Inadequacy and Equipment Inadequacy in IE	Insufficiency of materials	There is a lack of materials for inclusive students (T18).	1
	Inadequate physical environment	Inadequate physical environment and large class sizes negatively affect inclusive education, and the lesson is not productive (T7, T8, T11, T13, T23).	5

In examining the issues arising from physical inadequacy and equipment in IE (see Table 7), teachers (T18) articulated their concerns, stating, "There is a paucity of materials for inclusive students." Conversely, teachers (T7, T8, T11, T13, T23) articulated their concerns, asserting that "Inadequate physical environment and large class sizes negatively impact inclusive education, hindering productive learning."

**Recommendations for IE**Table 8.  
Suggestions of teachers and school administrators for IE

Theme	Codes	Sample evidence	f
Suggestions of Teachers and School Administrators for IE	In-service trainings	All teachers need to receive training on inclusion (T1).	1
		I think that all teachers should receive training on inclusion so that they can benefit more from education and be more helpful to special needs students (T4).	1
		In-service training should be given to school administrators on inclusion (P, DP).	2
		Teachers must receive in-service training on the topics of IE and IEP (T2, T3, T6, T7, T8, T9, T10, T12, T13, T16, T18, T19, T21, T22, T23, T25, T26).	17
	Teachers' views	IE should be practice-oriented rather than theoretical (T3, T7, T8, T9, T14, T16, T18, T20, T21).	9
		Teachers should be encouraged to develop positive attitudes towards inclusive students (P, DP).	2
		Inclusive students should be included in all activities (T9, T10, T13).	3
		Class teachers should be supported (T14, T16, T19).	3
		Teachers should be given training to improve social acceptance (T23, T25, T26, T27).	4
		Partnership	Cooperation should be made with teachers in private education centers (T10, T18).
	There should be cooperation with the guidance service regarding integration (T14, T19, T21).	3	
	IEP should be carried out through teamwork. Strong cooperation should be ensured (P, DP, T2, T3, T4, T6, T7, T8, T9, T10, T14, T15, T17, T18, T19, T23, T24, T26).	18	

A thorough investigation of the recommendations put forward by teaching staff and school administrators regarding IE (see Table 8) reveals that the majority of respondents expressed a necessity for training in this domain. For instance, teachers who stated that they required training on inclusion (T1) proposed the following: All those engaged in the profession of teaching must undergo training on the subject of inclusion. The following recommendations were made by teachers in the T4 category: It is suggested that all teachers are obligated to undergo training on the subject of inclusion, to enhance their knowledge and skills in this area. This would facilitate more effective participation in educational activities and provide more effective support to special needs students. The school's



principal and vice principal have issued the following recommendations: School administrators must receive in-service training on the subject of inclusion. The following recommendations were made by teachers (T2, T3, T6, T7, T8, T9, T10, T12, T13, T16, T18, T19, T21, T22, T23, T25, T26): It is imperative that in-service training is offered to teachers on IE and the practices of inclusive education. The following proposals were put forward by teachers (T3, T7, T8, T9, T14, T16, T18, T20, T21): It was asserted that the primary focus for IE should be on practical application rather than theoretical frameworks. Following a comprehensive review of the recommendations about pedagogical approaches, the school principal and vice principal presented the following propositions:

Table 9.  
Recommendations for families with special needs children on IE

Theme	Codes	Sample evidence	f
Recommendations for Families with Special Needs Children on IE	Family education	Families should be given training on IE and their awareness should be raised (P, DP).	2
		IE can make great progress with the support of the family and support education classes. The education given at school should be supported at home (T2, T3, T4, T6, T7, T8, T9, T10, T12, T13, T14, T16, T17, T18, T19, T21, T22, T23, T25, T26).	20
	Partnership	Due importance should be given to school-family cooperation in IE (P, DP, T18, T19, T23, T24, T26).	7

A thorough investigation of the recommendations for families with special needs children regarding inclusive education, as presented in Table 9, reveals that the school principal and vice principal have proposed the following initiatives: It is imperative that families are provided with training on the subject of inclusive education, and that their awareness is raised accordingly. Concurrently, the pedagogues (T2, T3, T4, T6, T7, T8, T9, T10, T12, T13, T14, T16, T17, T18, T19, T21, T22, T23, T25, T26) proposed the following: "The advancement of IE can be significantly bolstered by the involvement of family and support education classes. The education provided at school should be reinforced by home support." Following a comprehensive evaluation of the proposals about cooperation, it was proposed by the school principal, vice principal, and teachers (T18, T19, T23, T24, T26) that "School-family cooperation should be given due importance in IE".

## Discussion

The study indicated that while a substantial proportion of teachers and school administrators had undergone training in inclusive education, the teachers felt inadequately prepared and lacked skills in this area. Furthermore, the study showed that the participants experienced challenges in approaching children with diverse disabilities and behavioral challenges, and encountered difficulties in preparing and implementing IEP (Individualized Education Programme). A similar finding emerged from the study conducted by Yaylacı and Aksoy (2016), which revealed that social studies teachers did not perceive themselves as competent in inclusive education. As demonstrated by numerous studies Sengun, G. and Cevikbas, S. (2026). Examining the views of preschool teachers, class teachers, guidance counsellors, and school administrators on inclusive education. *Western Anatolia Journal of Educational Sciences*, 17(1), 554-580.



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on the subject, teachers frequently neglect preparation for inclusive education, encounter difficulties in developing personalized education plans, and receive inadequate training in IE (Kale et al., 2016; Sucuoğlu, 2006; Vural and Yıkılmış, 2008; Yatgın et al., 2015).

The study identified various issues in inclusive education, with these issues stemming from teachers, special education centers, special needs students, families, and physical inadequacies and equipment. The study also discussed the suggestions of teachers and school administrators for IE and families with special needs children. A review of the literature regarding the challenges faced by teachers in IE reveals numerous studies addressing teacher roles (Artiles and Dyson, 2005; Singh, 2009). A study undertaken by Kurt and Tomul (2020) found that class teachers encountered a variety of challenges, both personal and professional, frequently perceiving themselves to be inadequately prepared for inclusive practices. A similar finding was reported in the study by Gök and Dilek (2011), which revealed that teachers had limited knowledge about inclusive education. This dearth of knowledge was identified as a contributing factor to teachers' feelings of inadequacy and challenges in implementing IEP in their classrooms. A similar observation was made in the study by Leung and Mak (2010), which revealed that teachers in schools implementing IE lacked sufficient knowledge in this area.

Research shows that some teachers exhibit a negative approach towards inclusive education and may be indifferent towards students with special needs. A holistic approach is needed for inclusive education. Inclusive education has benefits for both students with special needs and typically developing students. Therefore, the classroom environment should be considered as an IE. Furthermore, the study revealed that teachers are unable to allocate sufficient time to inclusive students and are not implementing inclusive practices effectively. A similar conclusion was reached in the research conducted by Sadioğlu et al. (2012), which found that class teachers do not pay enough attention to children from families with special needs children, experience problems related to teaching their special needs students, and are negatively affected emotionally in this situation. Furthermore, the class teachers asserted that they provide mutual support through the exchange of ideas with their peers. However, the participants indicated that they did not receive sufficient support from the school principal and guidance counselors. Similarly, the research conducted by Demir and Açar (2011) revealed that teachers do not hold a wholly positive perspective on inclusive education. In contrast, the findings of Gök and Dilek (2011) revealed that, in their study with teachers, the majority held a positive stance on the necessity of inclusive education. This discrepancy in teacher attitudes towards IE can be attributed to various factors, including individual characteristics such as personality traits.

The study concluded that teachers require guidance on inclusive practices and that there is insufficient cooperation between the guidance service and teachers in special education centers on inclusive practices. In their study, Kurt and Tomul (2020) also determined that there is insufficient cooperation between teachers and other stakeholders in IE. Furthermore, it was observed that teachers do not cooperate sufficiently with guidance services. In a similar vein, Sadioğlu et al. (2012) study found that, while class teachers engage in mutual intellectual exchange with their peers, they perceive a lack of sufficient support from school principals and guidance teachers. Furthermore, the

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study by Demirbilek and Levent (2020) emphasized the significance of in-service training programs in fostering positive teacher behaviors toward inclusive students in educational institutions. In this context, the importance of teamwork in IE cannot be overstated, and those on the IEP team must collaborate in a spirit of cooperation.

In the study, some teachers stated that special needs students exhibited behavioral problems and deficiencies in self-care skills. Conversely, other teachers asserted that special needs students did not demonstrate problems with socializing and social acceptance with their typically developing peers. It was further noted that students with typical development exhibited a favorable approach towards mainstreaming students, a factor that contributed to the development of social skills among special needs students. In light of these findings, a study by Özdemir (2008) concluded that special needs students adopted behaviors of their typically developing peers as role models, thereby positively impacting their development. In a similar vein, Metin and Güleç's (1999) study found that the presence of special needs students in the same environment as their typically developing peers fostered positive social and academic development. The socialization process, when considered in conjunction with the acquisition of a range of skills and the cultivation of communication and cooperation abilities, has been found to contribute to the academic success of special needs students (Fisher and Meyer, 2002; Odom and Diamond, 1998).

The integration of special needs students into general education classes has been demonstrated to positively influence their social skills and ensure their acceptance by their peers (Odom and Diamond, 1998). In a similar vein, the study undertaken by Sadioğlu et al. (2012) found that teachers reported special needs students developing academically and socially during the IE process. Moreover, it has been demonstrated that giving education to students with typical development in the same environment as students with special needs has been found to engender acceptance and respect for differences among the former (Gök and Dilek, 2011). The majority of teachers surveyed in Gök and Dilek's (2011) study stated that inclusive practices have many benefits for special needs students. Conversely, it was asserted that the integration of visually impaired students and students with severe mental disabilities within preschool education institutions is not a suitable course of action.

A thorough investigation of the issues arising from families in IE yielded several key findings. Firstly, a clear lack of awareness was identified among families with special needs children regarding the concept of inclusivity. Secondly, the level of education among these families was found to be inadequate. Thirdly, a significant number of families appeared to demonstrate an inadequate level of investment in their children's education. Fourthly, the family structures of those affected were found to be unstable. Fifthly, a notable degree of prejudice against a diagnosis was observed. Sixthly, a considerable number of families exhibited psychological distress. Finally, significant challenges concerning cooperation and communication were identified. In their study, Kurt and Tomul (2020) also found that levels of family awareness remained at very low levels and that families had problems accepting their special needs children. In a similar vein, Sadioğlu et al. (2012) found that teachers reported families with special needs children as being neglectful towards their children.



In the study, teachers indicated that issues arose due to physical inadequacy and equipment deficiencies. It was asserted that an inadequate physical environment and substantial class sizes had a detrimental effect on inclusive education, resulting in suboptimal productivity in the classroom. A similar conclusion was reached by Kale et al. (2016) in their study with teachers, who asserted that the physical environment of the classrooms was not sufficient. The research suggests that the physical environment in schools should be addressed and improved.

In the study, school administrators stated that teachers should exercise particular sensitivity about inclusive education and that they consider it to be beneficial if IE is implemented effectively. Furthermore, it was asserted that school administrators should receive in-service training on inclusion. In a similar vein, Bolat and Nursel's (2017) study found that school administrators expressed the view that IE is a beneficial practice for children, provided that certain conditions are met. The study also revealed that administrators felt inadequately informed about IE and called for support in the form of in-service training for both school administrators and teachers. The findings emphasize the importance of implementing comprehensive support measures, including in-service training, to improve the capacity of teachers to implement IE effectively.

The study concluded that teachers feel inadequately prepared to teach inclusive classes, often encounter difficulties in preparing and implementing IEP, IE is not being implemented to the desired level, cooperation in inclusive practices is inadequate, some teachers are unable to allocate sufficient time to students who continue their education in inclusive environments, and some teachers have a negative approach towards inclusive education. Furthermore, it was determined that IE is impeded by various factors, including special education centers, special needs students and their families, physical inadequacy, and equipment.

In the research, school administrators and teachers posited that school administrators and teachers should receive training on inclusion, that IE should be focused on practice rather than theory, that teachers should be encouraged to develop positive attitudes towards inclusive students, and that inclusive students should be included in all activities. It is imperative that class teachers are supported and that teachers receive training to enhance their social acceptance skills. To facilitate this process, they must engage in collaborative efforts with educators at special education centers and the guidance service on inclusion. Furthermore, the execution of IEP should be conducted collaboratively, emphasizing teamwork and cooperation. The research indicated that teachers and school administrators have proposed several recommendations. Firstly, families with special needs children must be provided with training on IE. Secondly, it is imperative to ensure that these families are made aware of the importance of IE. Thirdly, the education provided at school should be supported at home. It is imperative to acknowledge the pivotal role of school-family collaboration in the pursuit of IE. The provision of opportunities for teachers and effective policies has been demonstrated to play a crucial role in the success of IE (Boyle et al., 2020). Furthermore, Arı Arat et al. (2024) have recommended the allocation of funds for inclusive classes, the development of policies to enhance the quality of class structures, and the provision of support for learning environments. It can be concluded that the provision of support for teachers and school administrators is a significant factor in the enhancement of success in IE.



The study revealed that parents of students with special needs were indifferent towards their children. Additionally, the research found that teachers experienced various difficulties in the inclusive education process, including emotional distress. It was determined that teachers overcame these difficulties by providing mutual support through the exchange of ideas with other teachers. However, the study also showed that teachers did not receive sufficient support from the school principal and guidance counselors. Providing teachers with the necessary support in inclusive education would minimize problems in this area and make inclusive education practices more effective.

In the research, school administrators and teachers posited that school administrators and teachers should receive training on inclusion, that IE should be focused on practice rather than theory, that teachers should be encouraged to develop positive attitudes towards inclusive students, and that inclusive students should be included in all activities. It is imperative that class teachers are supported and that teachers receive training to enhance their social acceptance skills. To facilitate this process, they must engage in collaborative efforts with educators at special education centers and the guidance service on inclusion. Furthermore, the execution of IEP should be conducted collaboratively, emphasizing teamwork and cooperation. The research indicated that teachers and school administrators have proposed several recommendations. Firstly, families with special needs children must be provided with training on IE. Secondly, it is imperative to ensure that these families are made aware of the importance of IE. Thirdly, the education provided at school should be supported at home. It is imperative to acknowledge the pivotal role of school-family collaboration in the pursuit of IE. The provision of opportunities for teachers and effective policies has been demonstrated to play a crucial role in the success of IE (Boyle et al., 2020). Furthermore, Arı Arat et al. (2024) have recommended the allocation of funds for inclusive classes, the development of policies to enhance the quality of class structures, and the provision of support for learning environments. As the research shows, teachers' attitudes towards inclusive education also vary. While some teachers have a positive approach to inclusive education, others may have a negative approach. It is thought that teachers' deficiencies in inclusive education stem from a lack of theoretical and practical knowledge. Theoretical and practical training can be provided to teachers and school administrators on inclusive education. The training given to teachers and school administrators on inclusive education can cover cognitive, emotional, and behavioral dimensions. It can be concluded that the provision of support for teachers and school administrators is a significant factor in the enhancement of success in IE.

## Conclusion and Recommendations

It is thought that the research findings will contribute to the field of inclusive education. Since the study was conducted only with primary school teachers and school administrators, it is recommended that similar research be conducted with teachers from different branches and administrators at different educational levels. When the findings are examined, it is seen that there are various problems in inclusive education practices, such as insufficient physical facilities, a lack of equipment, limited family participation, and inadequate cooperation among education stakeholders. This situation reveals that teachers need expert support, cooperation with Guidance and Research Centers, and Guidance Services on IE. Accordingly, in order to effectively implement inclusive education, it is important to organize high-quality training programs for teachers, school



administrators, and parents, to expand in-service training, and to establish strong cooperation among education stakeholders. Furthermore, it is necessary to support inclusive education practices practically, going beyond the theoretical dimension, to ensure the active participation of students in the educational process, and to strengthen school-family cooperation. It is believed that such arrangements will contribute to the more effective participation of students in inclusive education in the educational process by increasing their level of social acceptance. It is thought that a positive classroom environment can be created following these trainings, and the level of social acceptance of students with special needs by teachers and school administrators can increase. In particular, it is believed that introducing teachers to the positive outcomes of IE through these trainings will have a positive impact.

#### **Disclosure statement**

The Authors assert that there is no conflict of interest.



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